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ABSTRACT

To determine whether the addition of study skills in the teaching of social studies would improve the learning of social studies content, a study was conducted comparing two fifth grade classes in social studies for a period of nine weeks. One fifth grade group of 15 students was the control group and the other fifth grade group of 17 was the experimental group. Both groups studied a unit, "Culture in the United States," from the 1976 edition of "Windows on Our World--The United States" published by Houghton Mifflin. Students in the experimental group began each chapter with an advanced organizer indicating an overall summary of the material contained within the chapter. At the end of the unit, experimental group students were given a programed review and then a publisher-made test to help reinforce vocabulary and general concepts. Students in the control group were instructed as usual, assigned to read each chapter and answer the questions at the end, and given the same publisher-made test as the experimental group. A comparison of the results indicated significantly greater student achievement in the content area with a skill-centered approach. (HOD)

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Will the Addition of Study Skills to the Teaching of Social Studies Improve the Learning of Social Studies Content?

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ABSTRACT

Will the addition of study skills in teaching social studies improve the learning of social studies content?

According to the results of using a skill-centered approach in teaching content area, there is significantly greater student achievement.

Content teachers should make a determined effort to develop instructional strategies that help students learn content material as well as develop the necessary reading study skills needed for success.

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R.T.H.

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INTRODUCTION

In the mid-1960's teachers accepted the societal challenge to teach more reading. All teachers were said to be reading teachers (Taylor, 1980). Much of the emphasis on the reading process was performed divorced from content because the readability of subject field textbooks was too difficult for students.

Teachers, sometimes through the lack of knowledge of the complexities of reading, assume that any child who has failed to measure up to a standard is a "dummy" and therefore not worthy of too much attention or help. Or they may assume that the child is lazy and all that needs to be done is "to crowd 'em." Both of these attitudes contribute nothing to the child who is experiencing difficulty. These attitudes can further complicate the problem by increasing the child's antipathy towards reading and reading tasks.

Another attitude of some teachers which further complicates the problem is the attitude that the teacher teaches a discipline and not reading. Such a teacher has failed to realize that he is supposed to teach the discipline in such a manner that every student in his charge will reach the maximum potential. No one is better qualified to teach the specific reading skills than the discipline teacher himself (Fraenkel, 1980).

This author is a teacher of social studies grade five, and feels it is very necessary to teach certain reading skills along with the content

to be taught in the belief that students will learn new skills that will aid in their ability to cope with difficult material with their present work and in the future.

HYPOTHESIS

Herber (1978) states that if students are taught specific reading skills that correspond to content in the social studies with practical application, their performance in the content area will improve. To determine whether such findings are valid, another type of study was designed. The hypothesis was that the performance of the students receiving instruction in social studies with the addition of study skills would not be significantly different from those students who did not receive such instruction.

ASSUMPTIONS AND LIMITATIONS

The first assumption is that students, not curricula, are the reason for schools' existence; secondly, that content material determines the process of reading and, finally, that the written word is not the only medium through which children learn.

Limitations include the fact that this research study is limited in comparing skill-centered with content-centered approaches to reading instruction and that only 32 fifth grade students from a white, middle class, suburban school district are involved in this study. Therefore, the conclusions of this research cannot be extended beyond the sample population.

DEFINITIONS

Study skills are grouped under four major headings: (1) Comprehension; (2) Vocabulary; (3) Locating information; and (4) Selecting and organizing information.

Content material is the subject area material to be taught. In this report the content material is social studies.

Practical application is the use of a skill as it is applied to content material.

PROCEDURES

The initial step of this report was to research the literature for studies on the content area field. Many of these studies and reports focused on the elementary and middle grades.

This research was done comparing two fifth grade classes in social studies for a period of nine weeks. One fifth grade group of 15 students was the control group and the other fifth grade group of 17 students was the experimental group. Both groups studied Unit 3, "Culture in the United States" from the 1976 edition of Windows on Our World - The United States by Houghton Mifflin.

To begin each chapter within the unit, the students in the experimental sample received an advanced organizer indicating an overall summary of the material contained within the chapter. This helped the students determine the pattern of organization of the chapter and also helped determine the important content concepts. It also acted as a motivator for getting the students to use the cognitive processes needed to understand the information in the chapter.

The students were then introduced to the chapter itself. They read the title of the chapter. Then they proceeded to look through the chapter and read the headings. From the headings read, they hypothesized the topics to be encountered. At this point, they noted the pictures in the chapter and their captions. The students were then directed to read the summary or chapter review. A question was then asked which only could be answered from reading the review.

Vocabulary was introduced through pronunciation and definition using the context of the lesson being taught and checking with the glossary. Names of persons and places were also identified, explained and their importance and relevance to the chapter or time period being taught.

Each day's discussion was introduced with a general statement of the main idea and questions in which the important points would be contained. Here the students were able to make decisions about major ideas and supporting ideas.

The review of each lesson was always a type of skill builder. It might consist of a map review, fact or opinion exercise, help or problem exercise, choosing the best title, graph reading or a cause and effect exercise and others.

At the end of the unit, students were given a programmed review and then a publisher made test* consisting of 46 multiple-choice, true/false, and fill-in-the blank type questions. The purpose here was to reinforce vocabulary and general concepts. It should be noted that means other than the printed page were used. These included records, filmstrips, films and role playing.

*Performance Test for the United States Unit 3, Lessons 1-3, student text pages 70-86, removed due to copyright restrictions.

Students in the control group were instructed as usual. They were assigned to read each chapter and answer the questions at the end. A key purpose for reading was not set, vocabulary was not introduced or reviewed, main ideas and important points were not discussed, and there was no follow-up skill builder. Students in the control group were given the same publisher made test as the experimental group and the results were compared.

RESULTS

Table 1 shows the mean, standard deviation, t, and degrees of freedom used in comparing the grade equivalent reading scores of the control and experimental samples:

Table 1

Group	Mean	Standard Deviation	t	Degrees of Freedom
Control N = 15	5.7	1.12	.25	30
Experimental N = 17	5.6	1.01		

The above data indicates that there was no significant difference between the means of the two samples. While the control group had a month advantage at the outset, the makeup of each group was essentially the same.

As can be seen in Table 2, there was a 6.4 point difference between the means of the sample in favor of the experimental sample and this difference was significant below the one percent level:

Table 2

Group	Mean	Standard Deviation	t
Control N = 15	35.6	6.79	3.50
Experimental N = 17	42	2.15	

It should be noted also that although at the outset the variation in the samples was quite similar, marked differences in achievement of the control sample is suggested by the large standard deviation of this sample. This contrasts markedly with the narrower variance in achievement supported by the smaller standard deviation of the experimental sample.

CONCLUSIONS AND IMPLICATIONS

Will the addition of study skills in teaching social studies improve the learning of social studies content?

The significance of the problem is such that social studies teachers should make a determined effort to develop instructional strategies that help students learn content material as well as develop the necessary reading study skills needed for success.

The data for the post-testing indicated a high level of significance can be attached to the results produced using the experimental procedures.

According to the statistical results, there is significantly greater student achievement in the content area with a skill-centered approach. While it is important to recognize that the results of this research can only be applied to these groups, the results appear to be generalizable to

all teaching in all content areas. Content teachers should be made aware of teaching opportunities exemplified in the procedures and to recognize the extent to which content is mastered when reading skills are utilized in instructions.

Related Literature

The social studies teacher should make a determined effort to develop instructional strategies that help students learn content material as well as develop the necessary reading skills needed for success. Consequently, the tools of content area reading are perfectly compatible with the orientation of subject matter specialists; i. e. both aim to aid students in learning from the text (Readance et al., 1980).

Riley (1979) indicated that a definition of teaching reading in the content area was needed. To find this definition, we must first find out what is involved in teaching reading at the elementary school levels. One of the components of an elementary reading program is the application of skills to content material.

It was suggested by Herber (1978) that teaching reading in the content area should be taught functionally. The functional teaching of reading has four main components: a) identification of content; b) selection of skills and processes necessary for acquiring concepts in the material to be utilized; c) designing instruction; d) creating reading and learning tasks that lead to the acquisition of content concepts and relevant strategies that aid in gaining an understanding of those concepts. Herber noted that these skills and processes have some empirical support in the literature. There are numerous studies that have been reported that indicate so called "trends" favoring a content area reading focus (Herber and Sander, 1969; Herber and Barron, 1973; Herber and Vacca, 1977; Herber and Riley, in press).

Riley concluded that a definition of reading in the content area that is consistent with the functional teaching of reading is: "Teaching reading in the content area is instruction that facilitates the learning

of content area concepts through careful design and implementation (by the content area teacher) of lessons that focus on selective processes, theoretically based or empirically verified." Using the definition and understanding the functional teaching of reading, educators will be aided in the improvement of teaching reading in the content area.

Now that a definition of teaching reading in the content area has been established, there are arguments as to whose job it is to teach it. The reading teacher, the reading specialist, or the social studies teacher? The question persists (Fraenkel, 1980).

Two contrasting views are presented by two professors of education at the University of Colorado in Boulder. Robert D. Price (1980) agrues that the teaching of reading is not the responsibility of the social studies teacher, while Bob L. Taylor (1980) argues that every teacher is a reading teacher.

Price writes that reading is the biggest concern of parents and other citizens where students show the greatest deficiency. There is a "crisis in reading in the social studies." The question Price asks is, "Is it possible to have a crisis in reading in the social studies, but not in other subjects?" The author says that a "crisis in reading, is a crisis in reading." Students who have reading problems in one area, will have them in other areas. The reading teacher wants the students to read with comprehension and speed. The goals in reading are concise and the reading teacher and the students can recognize whether they have actually acquired the skills. In contrast, the social studies teacher has a much broader objective. It is difficult to evaluate whether students actually understand the various concepts that social studies teachers often teach.

Price concluded that teachers should not complicate the social studies by trying to teach reading in the social studies classes.

Bob Taylor (1980) expresses the opposing view. Every social studies teacher teaches reading with vocabulary development, comprehension of new materials, critical evaluation of content and more. In social studies, many supplemental materials are used. There are audiovisual equipment, research books, and magazines for example, and most of these materials are written by social scientists. The social studies teacher is the logical person to assist the student with the new vocabulary and interpretation of the technical aspects of these materials.

Taylor (1980) concluded that many students have inadequate reading skills and this is a major problem for social studies teachers. Many social studies teachers lack the knowledge to teach the students the needed skills. A functional instructional approach requires that teachers of social studies have the ability to help students with reading. Knowledge can be obtained through pre-service and in-service courses. Reading skills are an integral part of the social studies teacher's responsibilities.

Many social studies teachers feel that they are content teachers, not reading teachers. Palmer (1975) suggests that "the development of reading competence is best achieved when the student's focus is on the content of the material and not on the reading itself." All content area teachers at all levels should prepare themselves to help students meet new demands in reading and develop the skills required to meet the demands. The content teacher should "guide students in the application of basic skills and study methods to the materials used." The reading specialist should teach skills that are fundamental to all reading. When the two roles are clearly

defined, teaching reading becomes the responsibility of all teachers.

Reading skills are the most important of the skills taught in school. They need to be taught and retaught throughout the grade levels. "What better way can these reading skills be taught than in the functional setting of a content area social studies classroom?" It is imperative in the social studies classroom that there be an emphasis on reading, states Herman (1969).

H. Alan Robinson (1965), explains that study skills are commonly ignored. Robinson suggests the following reading skills to be used in the fourth and fifth grade classrooms for use in solving problems in the social studies. They are classified under two headings: reading comprehension skills which include defining the problem, grasping the main ideas, drawing conclusions, comparing ideas, and understanding ideas; the other heading is reference skills which include selecting source material, using alphabetical order, locating specific information, using index and table of contents, guide words, and selecting appropriate meanings of words in the dictionary. Students should have frequent practice with these skills.

Much research has shown that there is a need for reading instruction in the content area of social studies but many social studies teachers do not feel secure teaching reading. However, the present trend now is that social studies teachers are being trained to teach reading skills in their content area. The following are a few samples of programs that have been developed to ensure that reading skills are being taught in the social studies classrooms.

Many social studies classes are heterogenously grouped. As Fraenkel (1974) suggests to meet the needs of a diverse group, social studies

content and critical reading skills are coupled together. She expanded her definition of reading to mean not merely the ability to decode the printed word, but the ability to understand and evaluate all forms of primary and secondary resources. Reading would also include the ability to apply comprehended information through a variety of media from the printed words to graphics to dramatics. Fraenkel developed multi-level lessons with enough flexibility for each student to grasp the content at his own level of reading ability, from remedial to gifted. Fraenkel has demonstrated the practical application of the skills in the heterogenous classroom.

Kamm (1971 reports a five year study on the effects of a skill-centered approach to the teaching of reading. This of course can be applied to content area. The study took place in Jefferson County, Colorado. This is a suburb located west of Denver. The district comprises 80 elementary schools. All the elementary schools and students were involved in the project. There were 40,830 students in grades K-6 that were involved and 1,700 teachers. All of the in-service sessions were conducted by central office personnel and were attended by all staff at various regional offices. Word Attack Skills were started in 30 of the 80 schools the first year, 1970, and the remainder of the schools the following year. Study Skills were implemented in the 30 of the 80 schools in 1971 and all the schools in 1973. Comprehension was implemented in all the schools in 1974. The teachers administered the appropriate level of the Wisconsin Test of Reading Skill Development (WTRSD) to all students to identify their needs. From the results they selected the skills needed by the students. In the spring of 1974 after instruction had been going on

for some time, results were being evaluated by the WIRSD. The results of the testing showed that the percentage of Jefferson County students scoring below the national norm is decreasing and the percentage of students scoring above the national norm is increasing. They attribute this increase to their implementation of the skill-centered approach to reading instruction. The teachers are continuing the teaching and reinforcement of the skill-centered approach, and are very pleased with the improvement of skill application to the content material. According to the Jefferson County personnel, "the particular challenge at this point is to ensure that once the skills have been taught, the students are indeed provided opportunities to use them". It is assured that if specific reading skills are taught within the context of materials typically encountered in content area instruction, that these skills will more readily transfer to student's daily tasks, than if these were taught in isolation (Ryder, 1978).

The following are some samples of studies that have been conducted using experimental and control groups in the teaching of reading in the content area. The experimental groups showed signs of improvement. One such study showed specific skills from the Iowa Test of Basic Skills (ITBS) that were taught in the content area. Ronald E. Wolf (1978) conducted a study using seventy-four seventh grade students that were randomly selected and placed in either an experimental or a control group. Instruction took place in English and social studies classes five days a week for thirty weeks. In the experimental group, reading and study skills were incorporated into the content area lessons. The skills that were emphasized were locational skills, organizational skills, and reading

rate skills. Alternate forms of the ITBS were given as pretest and post-test measures. The experimental group students had significantly higher achievement test scores than did the students in the control group.

The Exemplary Center for Reading Instruction (ECRI) in Salt Lake City, Utah, adapted a method to teach reading skills in the improvement of social studies content. Sixty-one eighth graders were used for the study. Units in social studies were taught using pretests and posttests, as well as discussions. The principles of the ECRI were built into the program. On most of the comparisons made, noticeable gains were shown by the experimental group. The authors felt that most of the gains were shown in the areas of spelling, vocabulary, and content area comprehension (Arnold and Ingraham, 1977).

Jack Cassidy (1977) describes Project C.A.R.E. (Content Area Reading Enrichment) which ensures that all children receive reading instruction in every content area through grade eight. The project was an attempt by the Newark School District in Delaware to make sure that all the students were receiving reading instruction of some kind in all areas. The original design was to send reading specialists into the classrooms of content area teachers to work with children in the middle school grades of six, seven, and eight. Even though the initial group was very successful there were not enough specialists to go around and cutbacks in funding limited the project. However, another aspect of the program had been carried out. Project C.A.R.E. Kits were developed to provide classroom teachers of grades four through eight with materials to help the students become aware of the reading skills and requirements in various content areas and to reinforce and extend their skills. Reading and classroom

teachers worked together in in-service sessions to identify skill objectives. Cassidy also feels that the content area deserves consideration by all elementary school teachers.

Hansell (1976) outlines a Content Directed Reading Thinking Activity for content material. This should be used instead of simply asking students to read a passage without any previous knowledge of the content of the material to be read. There are seven basic steps: 1) ask students to examine the initial information, 2) ask the key question. After listing all guesses on the chalkboard 3), the teacher will 4) ask students to read to find out if the author included their guesses. The teacher then 5) asks students to evaluate their guesses in relation to the passage. 6) Clarify the key concepts, and 7) ask open ended questions that encourage generalization and application.

Use of the cloze procedure as an aid to content reading has been used in some research studies. Jane W. Meeks and Raymond F. Morgan (1978) discuss a technique they term "the interactive cloze procedure" that was used successfully to help middle school students in reading in the content area. The authors state this can be used with younger elementary school students as well. Eighth grade students were used in this study. The procedure involved taking a literary passage and deleting various nouns, verbs, adjectives, or adverbs. The students completed the cloze passage individually, and then were divided into small groups to compare answers and reach joint decisions about their responses. The discussions included reading the intact, original passage and asking students their opinions about their choices as compared to the original passage. The procedure proved successful as it promoted a great deal of discussion about word

choices and showed enjoyment of the selection. The students enjoyed working together and were enthusiastic. This procedure can be used with many content areas including the social sciences.

Patricia Grant (1976) conducted a study "to determine whether systematic inclusion of cloze exercises in a social studies unit on the Middle Ages would influence students' reading growth, long term recall, and interest in the material." The study was conducted for nine weeks. There were 21 students in the experimental and 21 in the control group. Both groups worked with the same textbook chapters. The sixth grade students read the chapter. When completed, the experimental group worked in small groups to complete cloze exercises over the entire chapter. The control group answered questions about the chapter. The results were as follows: no significant gains were noted in either group in the areas of silent reading and vocabulary. Students in the experimental group, however, showed significant gains in recall of the material. The students showed enthusiasm about using the cloze procedure and appeared to read the chapter more closely. A major advantage of the cloze procedure is that cloze passages can be taken from the students' present instructional materials. It should be noted however, that to date there have been no research studies that have conclusively proved the effectiveness of the cloze procedure in improving student's reading skills. Grant cites research conducted prior to 1976 that notes "very good results at times and at other times no significant results."

A study conducted by Karahalios et al. (1979) predicted that there would be a "significant difference among groups as a result of pre-reading experiences," that is, using advanced organizers. A definition of an

advanced organizer is a "written aid to supplement in an explanatory manner the reading and studying of the text." The students in the study were 76 seventh graders from a small, rural community. The students were randomly assigned to one of three groups. Group one was instructed to read the chapter and answer the questions at the end. The second group was given the same instruction and also directed to skim the chapter first paying attention to major headings and vocabulary terms in boldface and italicized type. Group three was given the same instruction as the second group and in addition was given an advanced organizer. It was a written handout exploring the major concepts and using a simpler vocabulary. At the end of the unit all groups were given identical comprehension tests covering material presented in the text. The test was multiple choice. The analysis indicated significant differences among the groups. The most significant difference was between group one and group three. It would seem reasonable to conclude that the overall effect of using advanced organizers increases the performance of the students in reading comprehension of the text. The authors recommend a more elaborate study to be done so they will be able to work with content teachers in improvement of reading in the content areas.

Herber (1970) states in this study that "there is an increasing acceptance of the point of view that the principle place to provide reading instruction is in the content area classrooms, as part of the regular curriculum of each subject." One of the reasons why this has not been put into practice in many school systems is the lack of personnel with enough experience to provide this kind of instruction.

The Norfolk, Virginia, city school system decided to develop its own

personnel to teach reading in the content area. The program also served as a model for other districts. The problem faced by the Norfolk system is familiar to many districts. Seven schools that qualified for Title I assistance were used in the study. The teachers felt that low reading achievement was the major block to the students' achievement in content areas. There were not enough qualified reading personnel available to work with the students in need. The program to develop teaching personnel concentrated on the seven target schools which qualified for the Title I aid. They were to develop a program to incorporate reading instruction in the content areas.

The program was based on five assumptions: "Teachers make the critical difference; content teachers need additional expertise; there is a shortage of consultants to work with content teachers; neither teachers nor consultants need to be 'experts' in reading before a program starts; and finally, ongoing in-service education is the basic ingredient in a successful program." In each school one person would serve as the consultant to teachers in each of the academic areas; mathematics, science, English, and social studies. One teacher from each content area of the seven schools was asked to participate in this program. These people would serve as consultants to others later on.

The teachers experienced success in working with their colleagues. Through the in-service and summer work, they gained sufficient knowledge of the material to be of practical assistance to their colleagues. The program has been successful enough to attract the attention of the eight non-target schools. There has been no communication gap between the reading consultant and the content teacher that occurs in many schools.

There was a positive attitude shown by the content teachers when they taught the reading skills during their instructional time. "Since the teacher is the critical factor in instruction, the primary focus has been on maximizing his effectiveness."

Students are frequently given reading assignments in social studies in which they are to identify and remember main idea, recall, or locate details. These are the same skills required for notetaking. The research study to be discussed by Dunkeld (1978) reports eight junior high school content teachers that took place in an in-service course to teach reading in the content areas. They carried out some experimental activities over a period of eight weeks, to assist students with notetaking skills and collect data on their performance.

Each teacher selected a group of six to twelve seventh or eighth graders from one class to form an experimental group. They selected a comparable group from another class to be the control group. Two tests were constructed to test notetaking skills, designated as Test A and Test B. Test A was the pretest for half of the experimental group and half of the control group. These students used Test B as their post-test. Test B was the pretest for the other half of the experimental group and the control group and they used Test A as their post-test. Notetaking activities were carried out two or three times a week for fifteen to twenty minutes with each of the experimental groups. No changes whatever were made in the classroom programs of the control group.

The results were as follows. The experimental group improved slightly. The teachers concluded that either notetaking skills were too difficult for students that age, or eight weeks was not enough time to

teach the skill properly. The mean test grade of the experimental group only improved by two points. The teachers' expectations were too high, but they came to the conclusion that they needed longer instructional time to improve notetaking skills.

Stoodt and Balbo (1979) conducted a study to find out if the integration of study skills and content information into a twelfth grade economics class would result in a greater mastery of study skills and content materials as measured by an informal inventory. The students were enrolled in two economics classes, taught by the same teacher. One was to be the control group, the other the experimental group. The experimental group received instruction in both economics and study skills. The study skills included: outlining, locating information, vocabulary in context, chart interpretation, and study reading. These lesson plans were designed by the content teacher and the reading specialist. The control group received economics instruction only. An informal inventory was used for pretesting and posttesting. The analysis showed that the experimental group had significantly higher grades in economics and study skills than did the control group.

Robert Kealey (1980) discusses the help students need in reading the content textbook. Kealey states that detailed instruction centers on the examination of the individual chapter in the content area textbook. The students observe how the chapter's organization, title, paragraph headings, context clues for new words, and graphics provide assistance in understanding the context of the chapter. Many students receiving new textbooks turn to the back to see how many pages they will have to encounter. If each chapter is discussed as above, the student will have a better

attitude towards reading the book. It is also favorable to familiarize the student with the parts of the textbook. Students will have the ability to use more sophisticated tools of learning, once they overcome the textbook.

Kratzner and Mannies (1979) describe a program to build reading skills into the social studies classroom. In the beginning they had to formulate objectives for the program. The Eighth Annual Gallup Poll was used as a guide for the objectives. "Reading skills were chosen as the central focus of the program rather than isolated social studies information, because according to the Gallup Poll, most parents felt schools should devote more attention to teaching basics - and when defining basics, most people list reading as the first." The Kratzner-Mannies program was divided into four sections: diagnosis, instruction, practice, and application. The students that were to take part in the program initially were in the middle school, grades six, seven, and eight.

The diagnosis was based on teacher observation. Pupils not needing instruction on a certain skill were allowed to go to the application phase. The application phase involved choosing assignments. A topic was chosen. The use of the library was considered a central skill in the program, so the librarian was also a part of the program. If a child did not go directly to the application phase, he was given instruction and practice in the particular skill. When the teacher felt that sufficient instruction and practice was given, the child went into the application phase. Students also had the freedom to work in the library at their own pace.

Smith and Barrett (1974) had set five guidelines for the teacher who wants to help middle grade students read content area materials

successfully. These guidelines are: 1) whenever possible have materials relative to the topic being studied available at different levels of reading ability to accommodate the different reading abilities of students in the class; 2) make reading assignments short when the ideational content is difficult to understand or the writing style is difficult for young readers; 3) know the reading strengths or weaknesses of the students well enough to anticipate difficulties in certain materials; 4) read the material to be assigned carefully beforehand to become aware of ideational content, words, sentences, figurative language, or other aspects likely to present obstacles to comprehension; 5) prepare students for the ideas they will encounter and for linguistic elements which are likely to give them trouble. If these five steps are followed, post-reading activities can be used to reinforce the reading, rather than telling the students what they were supposed to have learned while they were reading.

Virginia Stevens (1969) lists a few skills that should be taught in the social studies classroom in the elementary school: 1) research - use many different types of books when discussing a certain topic to give students practical application; 2) vocabulary - underline important words in the reading and discuss the word in isolation; 3) main idea - use headlines from newspaper articles, and have students read the article to write the missing main idea, and compare it with the original main idea; 4) graphs and diagrams - prepare various tables and charts and discuss all aspects of information that can be gathered from each one; 5) propaganda - use of words to influence attitudes and motivate actions is most clearly seen in advertisements. This can also be a fun activity for the class. The above activities can be used to improve reading skills in the social

studies in the middle and upper elementary grades.

Harold Herber's name seems to appear in much of the literature that is written about content area reading skills in the social studies. Much of the writing and research by Herber appears in articles from the early 1960's until now. These approaches and skill outlines are being used and adapted in programs that are being developed now. Herber (1972) states that until research proves otherwise, schools concerned about student's social studies reading achievement should be well advised to establish an instructional program in which reading skills are taught in the social studies. "Once a school has decided to establish such a program, there remains the problem of how to relate instruction in reading to the social studies curriculum." There seems to be a greater economy in the use of teacher time if reading instruction is functional (content-centered) rather than direct (skill-centered) within the social studies class. Few social studies teachers have received extensive training in the teaching of reading. Teachers have to be trained properly to teach reading skills necessary in the social studies curriculum.

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Appendices

Table 3

Grade Equivalent Scores in Reading of the Control Sample		
6.5	4.8	4.8
4.6	7.0	7.0
5.3	6.9	6.8
4.1	5.2	6.7
4.1	6.7	5.0

Grade Equivalent Scores in Reading of the Experimental Sample		
5.0	6.8	5.2
6.5	5.0	4.5
7.0	5.0	5.3
4.0	5.3	6.8
4.5	4.6	6.8
6.7		6.3

Table 4

Post-test Raw Scores of the Control Sample		
41	36	29
33	42	44
38	42	38
20	36	41
26	38	30

Post-test Raw Scores of the Experimental Sample		
43	43	42
40	41	38
41	41	45
44	38	44
40	43	43
45		43